

Alternate Academic Content Standards Survey

January – February 2006

Students with significant cognitive disabilities may have skills that they demonstrate at different levels of complexity (e.g., in one concept the same student may demonstrate the skill at the less complex level and in another concept area at the most complex level).

Directions

1. Look at the enrolled grade level standards of the student/child participating in the alternate assessment.
2. Review the essence of the standard for typical students.
3. Review the progression from most complex, more complex, and less complex of the expanded alternate content standards.
4. Determine if the alternate content standards follow a logical progression.
5. Determine if the criteria for the alternate content standards at each of the levels are reasonable.
6. Determine if all students with significant cognitive disabilities can participate in these alternate content standards with accommodations.
7. Review the alternate content standards for one year before and after the enrolled grade level and determine if there is a logical continuum.

Survey Questions

For students eligible for alternate assessment, in what grade level are they enrolled?

Grade: ____ Grade: ____
Grade: ____ Grade: ____

Content Area: Reading Strand 1, Reading Process

1. Do the alternate content standards follow a logical progression? ____Yes ____No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____
2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Reading Strand 1, Reading Process

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Reading Strand 2, Comprehending Literary Text

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____
2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Reading Strand 3, Comprehending Informational Text

1. Do the alternate content standards follow a logical progression? ____Yes ____No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

Reading Strand 3, Comprehending Informational Text

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Mathematics Strand 1, Number Sense and Operations

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Mathematics Strand 2, Data Analysis, Probability, and Discrete Math

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.
3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Mathematics Strand 3, Patterns, Algebra, and Functions

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Mathematics Strand 3, Patterns, Algebra, and Functions

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Mathematics Strand 4, Geometry and Measurement

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____
2. Are the criteria for the alternate content standards at each level reasonable? ____ Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Mathematics Strand 5, Structure and Logic

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

Mathematics Strand 5, Structure and Logic

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Writing Strand 1, Writing Process

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Writing Strand 2, Writing Elements

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.
3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Writing Strand 3, Writing Applications

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Writing Strand 3, Writing Applications

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Science Strand 1, Inquiry Process

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____
2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.
3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Science Strand 2, History and Nature of Science

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

Science Strand 2, History and Nature of Science

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Science Strand 3, Science in Personal and Social Perspectives

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Science Strand 4, Life Science

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.
3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Content Area: Science Strand 6, Earth and Space Science

1. Do the alternate content standards follow a logical progression? __Yes __No
If no, identify which concepts and provide suggestions for revision.

Grade: ____

Grade: ____

2. Are the criteria for the alternate content standards at each level reasonable? __Yes __No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Science Strand 6, Earth and Space Science

3. Can all students with significant cognitive disabilities participate in these alternate content standards with accommodations? ____Yes ____No
If no, identify which concepts and performance objectives need revision and offer suggestions for change.

Is there a logical continuum one year before and after the enrolled grade level? ____Yes ____No
If no, which content areas, strands, and/or concepts do not follow a logical continuum? What revisions would you recommend?

Performance Level Descriptors for Reading, Grade 3

Are these reading performance level descriptors the most important indicators? ____Yes ____No
If no, identify the level of performance and the specific item. Provide suggestions for revision.

Performance Level Descriptors for Writing, Grade 3

Are these writing performance level descriptors the most important indicators? ____Yes ____No
If no, identify the level of performance and the specific item. Provide suggestions for revision.

Performance Level Descriptors for Mathematics, Grade 3

Are these mathematics performance level descriptors the most important indicators? ____Yes ____No
If no, identify the level of performance and the specific item. Provide suggestions for revision.

Participant Information:

The Arizona Department of Education is required to submit information regarding cultural representation of participants. The Department will appreciate information that you volunteer with regards to cultural representation.

Check all that apply:**Role:**

☐ Administrator
☐ Parent
☐ Related Service Personnel
☐ Teacher
☐ Other: _____

Ethnicity:

☐ Asian
☐ Black
☐ Hispanic
☐ Native American
☐ White
☐ Other: _____

Gender:

☐ Female
☐ Male

Type of agency:

☐ Bureau of Indian Affairs
☐ Charter
☐ County Accommodation School
☐ District
☐ Parent Organization
☐ Private School
☐ Secure Care Facility
☐ State Agency
☐ Other: _____

County:

☐ Apache
☐ Cochise
☐ Coconino
☐ Gila
☐ Graham
☐ Greenlee
☐ La Paz
☐ Maricopa
☐ Mohave
☐ Navajo
☐ Pinal
☐ Pima
☐ Santa Cruz
☐ Yavapai
☐ Yuma

Send completed survey by **March 2, 2006** to:

Judith Croswell
Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson
Phoenix, AZ 85007

or

E-mail: Judith.Croswell@azed.gov